

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School:					Grades Served:		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						x	

DESCRIPTIVE INFORMATION

(1) (Tier I, II, & III) The LEA has analyzed the needs of the school and selected an intervention for the school.

- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome.

Mike Taplett Middle School Principal, Laura Willemssen Assistant Middle School Principal/ESL Director, Jean Larson counselor, Vanya Munce, 8th grade math, Marianne Trandall 8th language arts/reading, Sharon Engelhart 7th grade math and science, Lisa Kissner 6th grade math and social studies, Shari Lord 6th grade science and language arts/reading, Sherri Nelson FACS, Sherie Englert ESL teacher, Michelle Kretschmar MS Title Teacher, Darci Love School Improvement Coordinator/Curriculum Director, Peggy Heinz Special Services Director, Sarah Rubish parent, Tammy Slepikas parent, Michelle Bennett board member/parent.

- b. Indicate the data sources that were analyzed as part of the school's comprehensive needs assessment designed for the purpose of the SIG application.

The Huron School District conducts an annual data retreat, which is designed to be the comprehensive needs assessment for both district and building level improvement plans. The needs assessment for the purpose of the SIG application was conducted in addition to the annual data retreat.

Data Sources that are analyzed as part of the data retreat and that were used for the purposes of this grant include:

- Student – Dakota STEP (math and reading achievement), Measures of Academic Progress (MAP), ACCESS (English Language Acquisition-state assessment), course grades, attendance records, discipline/behavior referrals, student demographics, Write to Learn (State Writing Assessment)
- Professional Practices – professional portfolios, teacher evaluation (Teacher Compass), Professional Practices Survey Data
- Programs & Structures- peer observations (SIOP and CGI), Title, ESL, SPED, After School Programs, SES program data, referral data (SPED, office, SAFE, counseling)
- Family & Community Data-parent teacher conference attendance and participation, Title Meetings, Surveys, Wellness program (participation/ data), Home Liaison data, PRIDE Survey, Interagency Meetings with community resources, Nutrition data.
- We had a three day comprehensive audit to determine our areas of needs related to support for school improvement; November 19-21, 2008.

- c. Describe the process used to complete the school's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application.

A formal district wide data retreat was held on May 26 & 27, 2010, which was facilitated by the Curriculum Director along with Technology Innovation in Education (TIE). During that Data Retreat the school improvement team prioritized needs based on multiple sources of data. From these needs, the school improvement team identified strategies and interventions for continuing improvement. The school improvement team meets periodically throughout the year to discuss the progress of the improvement plan and determine what else can be done to increase student achievement.

On February 9, 2011 all middle school teachers participated in a card sort activity to discuss perceptions, values, and beliefs based on 58 descriptors of effective schools. The middle school improvement team met on March 2nd to analyze the results of the card sort activity. Team planning groups (6th grade, 7th grade, 8th grade, and Exploratory/Elective) also met and discussed the findings from the card sort activity and included feedback in their weekly notes submitted to the administration. These results were shared with the school improvement team again on April 13th. Another meeting is scheduled for April 27th to draft a narrative summarizing the results of the card sort activity for the Huron Middle School, School Improvement Plan.

- d. Broadly describe the results of that review.

The following are the identified areas of need from the May 26 & 27, 2010 Data Retreat:

- Hispanic, Economically Disadvantaged (ED), English Language Learner (ELL) and Students with Disabilities (SD) are not on target to meet AMO
- Retention, attendance and graduation rates indicate a need for increased family and student involvement in the educational process to create a sense of community and security
- Continued application of research-based strategies to enable teachers to effectively instruct all students
- Alignment of curriculum with SD content standards at the district, building and grade levels
- Ownership in regards to professional growth
- Individual Education Plans (IEP's for SD and IIP's for ELL) need to be appropriately designed and implemented

Through the card sort activity of February 9, 2011, it was determined that areas of need include:

- enrichment opportunities
- parent involvement/participation
- creating a community of learners

The staff felt that the school was exemplary or meeting expectations in the areas of:

- high standards for all students
- effective instructional strategies that increase the amount of quality of learning time
- intensive and sustained professional development.

Staff was able to demonstrate how data analysis is used to drive instructional strategies. Time was spent on sharing how professional staff development aligns with instructional strategies and interventions that are systemic, ongoing, and sustainable for all learners.

- e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment.

Strengths:

- Students are encouraged to use learning strategies as they pose problems and seek solutions.
- There is a building-wide effort to make cultural inclusiveness a means of enhancing learning and participation for all students.
- Teachers do a good job of devising appropriate modifications of instruction to accommodate their students' needs.
- Teachers are not afraid to use technology as a learning tool; especially with proper training and on-going practical application usage.
- Over-all, staff development has been tailored to the needs of the Middle School when addressing our annual AYP report in math & reading from the Dakota STEP assessment.

Weaknesses:

- Adequate staff training to include thematic study in lesson preparation and integrating student learning through thematic study.
- Effective technology integration into learning.
- Parent participation in workshops, training, etc. and frequently contribute to curriculum planning and decision-making.
- School programs are built around meeting the needs of the entire family, planning teams gather information from parents and students to learn about program effects.
- Educators group students according to their interest and choices, rather than their abilities.
- Opportunities for peer mentors to serve as models of success for students.

The priority is to provide educational resources/staffing that would allow for us to expand thematic study, integration of technology into lesson preparation, and involve parents in the planning of curriculum to address the common CORE standards of 2014-2015.

- f. Provide the rationale used to commit to serve this school with SIG funds.

Only one school in the Huron School District qualifies under Tier III that is the middle school. The original school improvement plan was developed in 2004 to address the needs of our students with disabilities subgroup. Necessary revisions have been identified over the years with new subgroups not making AYP in math &/or reading. As of the 2010 No Child Left Behind Report Card we have Asian/Pacific Islanders and Limited English Proficiency subgroups not making AYP in math. We have Asian/Pacific Islanders, Economically Disadvantaged, and Limited English Proficiency subgroups not making AYP in reading.

- (2) (Tier I & II) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. **Not Applicable**

- (3) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.

Once the school improvement team that there is an area of need has made a determination, the team engages in discussion and brain-storming about what research based practices are appropriate. The decision to partner with external providers is made by the building administration with input from the school improvement team and the district curriculum director. The criteria used to determine which providers will be selected are guided by the alignment to the school improvement plan, the needs that have been identified by the team and the research-base behind the provider. Research indicates that effective interventions must be supported by on-going professional development that includes coaching, observation, and training.

In the future, the math and reading specialists will develop criteria to select external providers, conduct research and make recommendations regarding the implementation of new programs and practices. This recommendation will then be presented to the school improvement team for their consideration and then to the building administration and curriculum director for final approval.

- (4) (Tier I & II - mandatory; Tier III - optional) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

Not Applicable

☐ The Turnaround Model

Section I.A.2(a)

- a. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
- b. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
- c. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)]
- d. How will the district provide staff ongoing, high-quality, job-embedded professional development?
- e. Describe the new governance structure that will be adopted for this school.
- f. Describe how an instructional program will be determined and designed.

- g. Describe the process the school will use to promote the continuous use of student data.
- h. Describe how the school will increase learning time.
- i. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

☐ **The Restart Model**
Section I.A.2(b)

- a. Describe the rigorous review process the district undertook to select a partner to restart the school.
- b. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
- c. How will funds from this grant be used to support the restart model?

☐ **School Closure Model**

Section I.A.2(c)

- a. Describe the process the district used to determine to close this school.
- b. Which higher-achieving schools have been identified that have the capacity to receive students from this school?

☐ **The Transformation Model**

Section I.A.2(d)

Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]

- a. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
- b. Describe how the school will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
- c. Describe any optional activity the school chooses to implement to develop teacher and school leader effectiveness.

Comprehensive instructional reform strategies

- d. Describe how an instructional program will be determined and designed.
- e. Describe the process the school will use to promote the continuous use of student data.
- f. Describe any optional instructional reform strategy the school chooses to implement.

Increasing learning time and creating community-oriented schools

- g. Describe how the school will increase learning time.
- h. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

Providing operational flexibility and sustained support

- i. Describe the operational flexibility that will be given to this school.
- j. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- k. Describe any other optional strategies for providing operational flexibility and intensive support.

- (5) (Tier I & II) The LEA must include a timeline delineating the steps it will take to pre-implement and implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

➤ Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school

- (6) (Tier I, II, & III) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. The LEA should also describe the other measurable goals that are set to show student progress.

List the reading and math annual goals for this Tier I, II or III school, if applicable.

Math Goal: All students will make AYP in math, by scoring or by applying confidence interval to attain the AMO target (79) as measured by the Dakota STEP.

Reading Goal: All students will make AYP in reading, by scoring or by applying confidence interval to attain the AMO target (76) as measured by the Dakota STEP.

- (7) (Tier III) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

The Huron Middle School will hire a highly qualified math and reading specialist for grades 5-8 and classified support staff. The function of the specialist will be:

- To support the professional growth of middle school math and reading teachers by strengthening the understanding of math and reading content.
- To promote enhanced instruction and student learning by helping teachers develop more effective teaching practices to allow all students to reach high standards.
- To share research addressing how students learn.
- To design, implement, and evaluate effective lessons.
- To serve as teacher mentors.
- To provide leadership regarding the review and continued development of the overall math and reading programs.
- To facilitate peer observations using the Sheltered Instruction Observation Protocol (SIOP) model.
- To develop 21st Century Skills through effective application and integration of technology.

The Huron Middle School will hire two para-educators to work closely with the math and reading specialist, collecting data, monitoring student growth and monitoring students while working on SES programs.

The Huron Middle School will purchase classroom technology to be used for instruction that would include hardware and software applications. iPads and Smartboards will be purchased to enhance teaching and learning. While iPads are too new to provide much research in regard to the educational benefits, there are studies that do indicate positive educational effects from providing student educational technology. These technologies can also be a useful tool in both meeting the needs of our diverse student populations as well as an assistive device to lessen the impact of certain disabilities and language barriers.

- (8) (Tier I & II) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Not Applicable*

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Budget categories for consideration in required budget narrative.

Personnel: Hiring two FTE (math and reading specialists) to provide leadership, program development, and professional learning in mathematics and reading instruction. Hire two para-professionals to assist in this implementation.

PERSONNEL		Year 1	Year 2	Year 3
Teachers	2 FTE@\$32,000	\$64,000	\$65,000	\$66,000
Paraprofessional	2 FTE @ \$17,000	\$34,000	\$34,000	\$26,000
	Total	\$98,000	\$99,000	\$92,000

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

BENEFITS		Year 1	Year 2	Year 3
Teachers	Salary x 33%	\$21,120	\$21,450	\$21,780
Paraprofessional	Wages x 14%	\$5,000	\$5,000	\$3,640
	Total	\$26,120	\$26,450	\$25,420

Travel: To be determined based on analysis of math and reading programs - may include mileage, airline, meals, and lodging.* see below

TRAVEL	Travel – will vary depending on location	Year 1	Year 2	Year 3
Mileage	2 trips (math/reading) 1000 miles @.37	\$740	\$740	\$740
	Total	\$740	\$740	\$740

Equipment: Purchase of one classroom sets of Apple iPads per grade level (5-8 for a total of 4 sets). Purchase of 8 Smartboards for all math and reading classrooms in the building.

EQUIPMENT		Year 1	Year 2	Year 3
iPads	80 iPads @ \$500 - \$40,000 Year 2 = 1 charge station @\$200	\$40,000	\$40,200	\$0
Smartboards	8 @ \$1,300 - \$10,400	\$10,400		
	Total	\$50,400	\$40,200	\$0

Professional Development: To be determined based on analysis of math and reading programs.

Professional Development		Year 1	Year 2	Year 3
2 Math Teachers	Registrations (\$400) - \$800 Meals (3 days @ \$24/day) - \$144 Lodging (2 nights @ \$100) - \$400	\$1,344	\$1,344	\$1,344
2 Reading	Registrations (\$400) - \$800	\$1,344	\$1,344	\$1,344

Teachers	Meals (3 days @ \$24/day) - \$144 Lodging (2 nights @ \$100) - \$1050			
	Total	\$2,688	\$2,688	\$2,688

Indirect Costs: 1.83%

BENEFITS		Year 1	Year 2	Year 3
Grant Total		\$177,948	\$169,078	\$120,848
Indirect Costs	1.83	\$2,372	\$2,397	\$2,248
	TOTAL	\$180,320	\$171,475	\$123,096

Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:

Project Year 1: July 1, 2011 – June 30, 2012

Hiring a Math and Reading specialist with para-educator support will allow our grade level and subject area teams to analyze and recommend improvements the current curriculum and instructional practices and develop a consistent formative assessment to monitor student achievement. The para-educator will allow the specialist and classroom teacher to co-teach with the para-educator gathers data and prepare reports to be analyzed.

With the help of technology in the classroom, student assessment can be done quickly and regularly. Besides providing the research tool that our student need in the ever changing world, this new technology can help to close the educational gap between our subgroups, while meeting the needs of our diverse student population. It allows for effective differentiation in the classroom without singling out those who have modified or accommodated assignments.

The use of Smartboards in the classroom setting will promote greater student participation and engagement in the math and reading lessons. These devices can lessen the impact of certain disabilities and language barriers that exists in our school.

A primary responsibility of these additional staff members would be to strengthening classroom teachers' understanding of Common Core Standards. To promote enhanced math and reading instruction and student learning by helping teachers develop more effective teaching practices that allow all students to reach high standards on the Dakota STEP.

Project Year 2: July 1, 2012 – June 30, 2013

2013 school year will be a continuation of collaboration among and between specialist and individual teachers in math and reading through co-planning, co-teaching, and coaching.

Curriculum and grade level teams will identify specific data and interpret that data to improve student achievement. Specialists will facilitate discussing, research and implementation of research-based instructional strategies. Effective and going professional development will be provided through collaboration of building administration, content specialists, and the district curriculum director.

Project Year 3: July 1, 2013 – June 30, 2014

In addition to continuing activities from the first two years, curriculum specialists will focus on teacher's delivery and understanding of the Common Core Standards. The specialist and teacher will spend time refining and improving assessment and instructional practices.

Budget Information American Reinvestment and Recovery Act (ARRA) Title I School Improvement 1003(g)					
Name of School: Huron Middle School (Huron, South Dakota)					
Budget Summary					
Budget Categories	Project Year 1 7/01/11-6/30/12 (a)		** Project Year 2 7/01/12-6/30/13 (b)	** Project Year 3 7/1/13-6/30-14 (c)	Project Total (f)
	Pre-implementation	Year I - Full Implementation			
1. Personnel		\$98,000	\$99,000	\$92,000	\$289,000
2. Employee Benefits		\$26,120	\$26,450	\$25,420	\$77,990
3. Travel		\$740	\$740	\$740	\$2,220
4. Equipment		\$50,400	40,200	-0-	\$90,600
5. Supplies					
6. Contractual					
7. Professional Development		\$2,688	\$2,688	\$2,688	\$8,064
8. Total Direct Costs (line 1-7)		\$177,948	\$169,078	\$120,848	\$467,874
9. Indirect Costs*		\$2372	\$2397	\$2248	\$7017
10. Total Costs (lines 8-9)		\$180,320	\$171,475	\$123,096	\$474,891
*Use restricted indirect cost rate (same rate as regular Title I program) ** Contingent upon continued federal funding					